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ABSTRACT

The report documents activities of a 3 day conference to promote cross training and dialogue among New York State teachers, specialist educators, professors, state officials, and agency representatives involved in the education of handicapped children and adults. Summarized are presentations by Dr. Frank Bowe on issues of advocacy, the impact of the November 4th elections on special education programs, and useful strategies for advocates of the disabled; by Dr. Alan Abeson on the past, present, and future of special education with particular emphasis on the passage and implementation of P.L. 94-142 (the Education for All Handicapped Children Act); and by Dr. Wolf Wolfensburger on the limitations of the law. Twelve concurrent workshop sessions are briefly described which cover such topics as creative uses of computers with severely handicapped children, updating college faculty on the education of the handicapped, the role of parents in special education, sex education and the disabled, and continuing education for developmentally disabled adults. Also provided is a summary of papers presented by college and university faculty members. Appendixes, which make up over half the document, consist of a listing of conference participants by department/discipline, a table on the Capital Area School Association personnel preparation network/resource exchange, a roster of $500 minigrant awards, a conference evaluation summary, and a summary of the outcomes of the minigrant program. (SB)

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P R O C E E D I N G S

from the
THREE DAY CONFERENCE
and
MINI-GRANT PROGRAM
on
CROSS-TRAINING for TEACHER and SPECIALIST EDUCATORS
in SPECIAL EDUCATION, OCCUPATIONAL and CONTINUING EDUCATION,
VOCATIONAL REHABILITATION and GUIDANCE

Sponsored By

The New York State Education Department
Office of Occupational and Continuing Education
Mr. Gerald Freeborne, Assistant Commissioner

and

Office of Vocational Rehabilitation
Mr. Richard Switzer, Assistant Commissioner

and

Conducted By
Capital Area School Development Association
Dr. Gregory Benson, Executive Director

PREFACE

Grant #VEA 53-81-1446, entitled "Cross-Training for Teacher and Specialist Educators in Special Education, Occupational and Continuing Education and Vocational Rehabilitation and Guidance," sponsored a three-day conference for the purpose of promoting cross-training and dialogue among professionals, state officials and agency representatives concerned with the education of individuals with handicapping conditions. The project also awarded $500 mini-grants to 20 of the participating New York State colleges and universities.

The purpose of the mini-grants was to share conference objectives and to promote an interdepartmental approach to help meet the special education needs at each participating college and university.

The conference and mini-grant program could not have been accomplished without the cooperative efforts, talents and dedication of Mr. Robert LaCasse, Supervisor, Occupational Education Instruction for the Handicapped, Office of Occupational and Continuing Education, NYSED; Mr. William Clark, Director of Staff Development and Training Bureau of the Office of Vocational Rehabilitation, NYSED; Dr. Nelson Armlin, Associate Director of the Capital Area School Development Association (CASDA) in Albany, New York and Catherine Regan, a CASDA fellow and SUNYA doctoral student in the Department of Educational Administration and Policy Studies.

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CONFERENCE GOALS

The three-day Conference and Mini-Grant Program on Cross Training for Teachers and Specialist Educators in Special Education, Occupational and Continuing Education, Vocational Rehabilitation and Guidance took place on the 25th, 26th, and 27th of January, 1981. Sites for the conference included the Quality Inn and the Rockefeller Empire State Plaza, in Albany, New York.

The general goal of the conference was to promote cross-training and dialogue among teachers, specialist educators, professors, state officials and agency representatives involved in the education of children and adults with handicapping conditions. Approximately 100 university and college faculty members attended the three-day conference, and 350 people participated in the conference activities on Monday, January 26, 1981. (See Appendix A)

SUNDAY, JANUARY 25, 1981

Sunday evening's program brought together college and university faculty members from 30 New York State post-secondary institutions. Participants represented several departments within their respective institutions, including: special education, occupational education, vocational rehabilitation, guidance, teacher education, and educational administration. Sunday's program provided participants with an overview of conference goals and information on the mini-grant proposals to be developed during the conference. Small group discussions were conducted for participants to share their personal conference expectations and objectives and to identify the special education needs of their respective colleges and universities.

Dr. Frank Bowe, former director of the American Coalition of Citizens with Disabilities, Inc., addressed the group on issues of advocacy, the impact of the November 4th elections on special education programs, and useful strategies for advocates of the disabled.

SUNDAY EVENING PRESENTATION: DR. FRANK BOWE

I'm pleased to be here with so many good people concerned -- as I am -- with quality education -- special education, vocational education, career education, and personnel preparation. You share my commitment to free, appropriate public education for disabled children, youth, and adults. I appreciate and respect your commitment, that dedication, that knowledge, and experience. We will need that commitment, that dedication, that knowledge, and that experience now more than ever before.

You're the kind of people who believe in people's abilities -- in reaching past disabilities to tap, nourish, and develop abilities. You believe in personnel preparation, supportive services, set-asides, individual education programs, affirmative action, categorical programming, and quality administration of programs to ensure that the full range of educational opportunities is available to children who are disabled. You know from experience that federal initiatives in these areas -- PL 94-142, PL 94-482, Section 504, and the like -- are what got us moving in the right direction.

You know that five years ago most disabled children and youth were not receiving appropriate education services designed to meet their special needs. You know that one million of the nation's eight million disabled children and youth were out of public schools altogether. You know that hundreds of thousands of parents of disabled children and youth had to pay thousands of dollars each year to send their children to parochial schools because public education was not available, not appropriate, or not responsive to the child's needs. You know that most teachers had little or no training in special education. You know that placements were all too often made on the basis of disability, not ability. You know that a label, once applied, was almost impossible to remove.

You know that poor children of families of racial or ethnic minority status were disproportionately placed in special education classes, as were children who acted out or otherwise created disturbances in the classroom. You know that special education classes all too often were mere dumping grounds, more day care custodial settings than educational programming settings. You remember those days, as I do, those bleak days when so many disabled children and youth lived lives of quiet desperation.

You know and remember how little vocational educators and special educators and rehabilitation specialists talked to each other, joined together to prepare our future teachers, planned programs together, and designed individual educational programs for each child together, as you are going today. You remember -- and you will understand when I say to you that unless we unite and work together, now as never before, those days will return, and soon.

People are asking me about the impact of the November election on educational programming for disabled children, youth, and adults. They are worried about what happened in the Congress and in the Senate, and about what President Reagan and his administration will do. You remember November 4 -- we lost John Brademas, the House Majority Whip from Indiana, who was our single most outstanding leader on Capital Hill. We lost other good friends, too -- Jack Javits of New York, Birch Bayh of Indiana, and many others. The Republicans now control the Senate and -- together with conservative Democrats -- are close to control in the House. And Reagan won the White House in a landslide -- 489 to 49 in the electoral college, 44 states to 6, and 51 percent to 42 percent in the popular vote. He won on a platform that promised abolition of the Department of Education, turning categorical programs into block grants, reducing federal regulations and the role of the federal government in enforcing them, and a general, across-the-board cut in federal spending on social programs.

Is this, many people are asking me, the beginning of the end? Are we about to be stopped in a struggle we have barely begun? Will the dreams of such a short, hopeful time ago now turn to ashes, finally vain? My answer is "No."

There is nothing in the Reagan record, the Republican platform, or in the November election results to presage a reversal for rights and services for disabled Americans. Reagan and the Congress will not dismantle Section 504, nor will they abolish rehabilitation and special education programming on the federal level.

What will happen, unless I miss my guess entirely, is that limits will be applied. In legislation, regulations, and policy decisions, we will see lines drawn around these programs. These limitations will say that costs are a factor, that education is primarily a state and local responsibility, and that the federal role in both rights and services must be re-examined to study closely the costs and benefits associated with each federal mandate. What will happen is that funding for special education and rehabilitation, including independent living, will be curtailed on the federal level. They will not grow.

What will also happen is that more and more the Administration and the Congress will say that the federal government will suggest "what" is to be done and will leave it to the states and to the localities to decide "how" it is to be done. For example, we may find that PL 94-142 will be redrawn with suggestive rather than mandatory language. The new law might say that placement in the least restrictive environment is desirable -- but that different states and localities will have to make the decisions, perhaps finding that such placement is not appropriate or financially feasible. We may find that the new law will say that individual educational programs (IEPs) may prove helpful, but that each

district educational authority will have to decide whether or not this is an appropriate mechanism for individualized planning. We may also see the abolition of mandatory "set-asides" for vocational education for disabled and disadvantaged students, with the requirements being replaced with suggestions. All of this will mean that the quality of education provided in this state will depend more than it has for five years on the commitment of state and local elected and appointed authorities. If your state is truly serious about quality education for disabled children, we may see progress instead of regress. But your sights will have to be focused more and more on the state capital and on the state legislature, on the local education agency and the local school board, rather than on the federal government.

The federal government now pays a proportion of the extra costs involved in educating disabled children and youth. It has been 12% to 15% of these excess costs for the past several years. Do not expect this percentage to increase. Rather, I would encourage you to analyze what these dollars are purchasing. Try to show a return on investment whenever possible. Educators too rarely have followed up on the graduates of their programs, to find out whether or not they are working, how much they are making, and how much they are paying in income and social security taxes. I encourage you to do that -- to show that these people are paying into the federal treasury, not drawing from it, as a result of their education and preparation for work.

Don't regard programs and personnel geared to provide education for other protected groups as your enemies. They can be your friends and allies, because they face some of the same threats you do. Work with them to create a powerful lobbying force to ensure continuation of set-asides, excess costs, and the like. Look, too, to parents and disabled adults as allies in this fight.

Now is not a time to emphasize your differences or your quarrels. You face a common enemy -- an unenlightened public and a cost-conscious government. Work together to demonstrate that you need, and will spend wisely, federal funds for your programs.

Similarly, we may see substitution of block grants for categorical programming. At present, many grant programs in education and rehabilitation are categorical; that is, the funds may be spent in one particular way on one individual program and in no other way and on no other program. The monies must go to support public education programs, not day care centers or public highways. If block grants emerge, you will have to fight it out with the welfare lobby, the highway lobby, and other powerful special interest groups to ensure that money is available to educate and rehabilitate disabled children and youth.

How can we advocate for our programs in the new Washington climate? There is no question in my mind that we must make our case in cold, hard economic terms. We must talk cost-benefit, cost-effectiveness. We must demonstrate that investment in rights and services returns money to the public treasury. We've got to show that we and the nation as a whole are better off when we, disabled people, are taxpayers instead of tax users. Some of us have been saying this for the past several years, but not enough of us and not well enough. We've got to garner our facts and present our case more clearly, convincingly, and powerfully if we are to retain the programs we believe in.

We've got to <u>use</u> the International Year of Disabled Persons, taking advantage of the attention that will be focused on us, to tell our story. Your governor, and likely your mayor, has signed a proclamation on the Year and has assigned a coordinator the task of assembling a committee to plan observance of

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the Year. Find out who these people are and join forces with them to put your programs on the IYDP agenda. Take advantage of all opportunities open to you to become politically enfranchised, as elected officials look to IYDP as an opportunity to attract public attention. This is an entree card for you -- use it.

Go to the media to tell your story; they'll be interested because this is IYDP. At every opportunity contrast the public expense of dependent disabled people with the benefits of independent disabled people. It can be done; you're doing it. Wherever you go, use this kind of language: Cutting government spending, reducing dependency, and taking the government out of local affairs -- all things the voters said they wanted on November 4 -- they can have by doing your work, by helping disabled people become independent taxpayers, by investing now in America's future.

Bleak? Overdrawn? I think not. We've got to keep the dream that with appropriate steps, timely assistance, well-trained teachers, the kinds of steps that are now law, disabled kids can achieve as much and as well as other kids. We've got to keep the dream that disabled adults can support themselves and their families, contributing to their communities and making profits for their employers.

There is no need to give up on our dream. We cannot, we must not, we will not give up on that dream. And we cannot, we will not, defer that dream until times change and the pendulum swings to the left. Remember Langston Hughes: "See what happens to a raisin in the sun, and a dream deferred too long."

No, we must cling to that dream, that spark, that flicker of hope and faith and belief. We must define it in new terms, clarify it for those who caannot now see it, explain it to those who do not now understand. We must reach out a hand to one another and grasp the hand of one another. We must make this dream our dream, each of us and all of us, anywhere and everywhere. And then the dream shall never die.

MONDAY, JANUARY 26, 1981

The Special Education Conference and Mini-Grant Program on Monday, January 26th was held in Convention Hall of the Empire State Plaza. Registration began at 8:30, at which time participants had the opportunity to view three special education films and seven material and information displays from local colleges, agencies, parent groups, and organizations. The films included: "A Different Approach," "They May Help Themselves," and "Sandra Diamond."

The material and information displays were arranged by the following people and organizations: Mr. Len Granda from the Workshop, Inc., Menands, New York; Mr. Jack Lynsky of Troy Unified Services; Ms. Cindy Winter and Ms. Diane Cornell from Rensselaer-Columbia-Greene Co. BOCES; Dr. Frances Healy of Russell Sage College; Dr. Phil Lyon from the College of Saint Rose; Ms. Claire McGallister and Ms. Midge Horwitz representing the Parent Volunteers of the Oswald D. Heck Developmental Center, Schenectady, New York; and Mr. Tom Willet of New York State United Teachers.

From 9:00 a.m. to 10:00 a.m., Dr. Alan Abeson, the Assistant Executive Director of Evaluation, Planning, and Development of the Council for Exceptional Children, delivered the keynote address.

Due to copyright considerations, Dr. Abeson was unable to allow the reprint of his presentation to appear in these proceedings. Therefore, excerpts from his one hour session are summarized here.

Dr. Abeson addressed the past, present and future of Special Education in the United States using the passage and implementation of PL 94-142 as his reference point.

Dr. Abeson began his presentation by sharing some interesting and general observations of recent progress in Special Education. He said:

"A recent airline advertisement stated 'United introduces reservation service for speech and hearing impaired people,' which is a basic acknowledgement by the airlines that some handicapped people do travel. In Georgia, all McDonald restaurants now have braille menus, another amazing discovery that some handicapped people, in particular the blind, eat. From Atlantic City, N.J., the Boardwalk Regency Hotel which opened a casino, designated 23 slot machines as handicapped preferred."

Dr. Abeson reminded conferees that it wasn't until 1970 that the first statement of law was made proclaiming that mentally retarded children had a right to an education. Dr. Abeson quoted rationales used to exclude handicapped children from public school programs. He said:

"We do not accept children who are not toilet trained. We do not have programs for junior and senior high handicapped students. We do not accept children who are behavior problems. We will put your child on a waiting list. Your child cannot benefit from education."

While noting that too little time has passed to gather empirical data on the affects of PL 94-142, Dr. Abeson shared his observations on the impact of its implementation. He indicated the field of Special Education and the needs of handicapped students have become significantly more visible as a result of PL 94-142. Dr. Abeson mentioned that we are seeing an age where the handicapped are being viewed as part of the electorate. As an example, he noted:

"A reception was held in Washington last week by the Republican Party for the handicapped and the elderly. This is an incredible, new recognition

of the large numbers of handicapped who have become part of the nation's electorate.

A second major area of impact has been tremendous tension between special and regular educators regarding the education of handicapped children. Much of this tension stems from the misunderstood concept of least restrictive environment.

Dr. Abeson also feels that part of the tension created by the implementation of PL 94-142 has been budgetary.

A third major area of impact, Dr. Abeson observes, is the continued involvement of the courts in the education of handicapped children.

Dr. Abeson shared his ideas on the future of special education in this country. He believes that teachers, administrators and others involved in special education will demand quality inservice education to use new techniques and technology for better service for students. In the future Dr. Abeson feels that educators will reach out to include all exceptional children in their school programs. We must be prepared to resist arbitrary and capricious dissolution of the educational rights that have been won by handicapped children. He said:

"If PL 94-142 has inadequacies, let's improve them, let's amend the law. Let's teach handicapped children of their rights and responsibilities in society, so after school program completion they can be successful. Teach them that they cannot be denied the opportunity to get a job, simply because they are handicapped and steps to follow if that happens. Teach them that as citizens they are expected to vote and to pay taxes as part of their responsibilities."

After Dr. Abeson's presentation, participants had the opportunity to view special education films, materials and information displays.

At 10:20 a.m., twelve concurrent workshop sessions were held in Convention Hall and the six meeting rooms of the Empire Plaza. Each of the 350 participants attended the workshop of his or her choice. Workshop sessions, presenters, and contents are described below.

Workshop Session I: CREATIVE USES OF COMPUTERS WITH SEVERELY HANDICAPPED CHILDREN

PRESENTERS: *Dr. Leo Geoffrion* is an Assistant Professor in the Department of Reading at SUNY Albany. Professor Geoffrion's research interests include enhancing communications, the reading process and the deaf, and the use of computers with the handicapped. Dr. Geoffrion is the developer of the Computer Animated Reading Instruction System (CARIS). *Dr. E. Paul Goldenberg* is a member of the Rehabilitation Engineering Center at Tufts-New England Medical Center in Boston, where he also holds a faculty position in the School of Medicine. Dr. Goldenberg's latest book is entitled Special Technology for Special Children, published by University Park Press, Baltimore, Maryland, 1979.

DESCRIPTION: Drs. Geoffrion and Goldenberg described some of their attempts to develop novel roles for computer usage with severely handicapped children. They described new activities that use the computer to draw pictures, compose stories, generate animated cartoons, and solve problems. Some examples of novel programs using computers in the education of the handicapped include the Logo System, CARIS, and TERAK.

Workshop Session II: UPDATING COLLEGE FACULTY ON THE EDUCATION OF THE HANDICAPPED

PRESENTERS: *Dr. Phil Lyon* is an Associate Professor of Special Education at the College of St. Rose, where he is also coordinator of the Dean's Grant and Director of the Emotionally Handicapped Program. He is the author of several

articles on curricula for mentally handicapped students. Dr. Lyon's many years of experience in special education have included teaching, consulting, and administration. Dr. Ed Welch is a research Associate/Assistant Professor at SUNY Albany in the Department of Educational Psychology and Statistics. Professor Welch is Director of Stage East and of the SUNY Albany Pre-kindergarten Program for Children with Special Needs. He supervises the graduate interns in Educational Psychology/Special Education, and is Associate Director of the Dean's Grant for the School of Education, SUNY Albany. Dr. Welch has a broad background in special education as a former administrator, teacher, and consultant.

DESCRIPTION: Dr. Lyon presented an overview and history of the Dean's Grant, focusing on working with university faculty for teacher education curriculum revision toward mainstreaming the handicapped child. Dr. Welch moderated a panel discussion on the needs of the elementary and secondary teachers who are teaching in mainstreamed classrooms. Panel members included teachers with mainstreaming experience.

Workshop Session III: PARENTS: THE HANDICAPPED CHILD'S SPECIAL EDUCATORS

PRESENTER: Dr. Alice S. Honig is an Associate Professor at Syracuse University, College for Human Development in the Department of Child and Family Studies. Professor Honig is also a member of the research staff of the Syracuse University Children's Center. In addition to her research, she has lectured widely and authored several articles and books. Her most recent books are Parent Involvement in Early Childhood Education, published by the National Association for the Education of Young Children, and Fathering, A Bibliography, available through the ERIC clearinghouse on Early Childhood Education, Urbana, Illinois.

DESCRIPTION: Dr. Honig discussed ideas to improve parent communication

with handicapped children. The crucial role of the parent as teacher for handicapped youngsters was discussed, and specific suggestions were offered to improve understanding of, responding to, and working with handicapped children.

Workshop Session IV: SEX EDUCATION AND THE DISABLED

PRESENTER: Ms. Mary Ann Kitzak is the Executive Director of Capital Area Family Resources. Ms. Kitzak is also a nurse practitioner and is involved in health education and counseling. She has conducted numerous workshops through Albany Medical Center's Education Program as well as inservice training for agency staff.

DESCRIPTION: Ms. Kitzak discussed methods for becoming more comfortable with one's own sexuality and dealing with the sexuality of others. There was a sharing of sex education materials that included lists of available books, charts, films, and slides concerned with sex education, and a public affairs booklet entitled "Sex Education for Disabled Persons," by Irving Dickman.

Workshop Session V: LINKING SPECIAL EDUCATION, OCCUPATIONAL EDUCATION AND VOCATIONAL REHABILITATION AMONG SIX COUNTIES - VORSE II

PRESENTER: Mr. Emile Truchon is the Area Office Manager of the Office of Vocational Rehabilitation in Utica, New York.

DESCRIPTION: Mr. Truchon described in detail a model program operating in Utica that involves the cooperation and coordination of the separate but related areas of special education, occupational education, and vocational rehabilitation.

Workshop SessionVI: PERSONNEL PREPARATION AND RESOURCE EXCHANGE

PRESENTER: Ms. Donna Kraus is an Information Development Specialist with the Dissemin/Action project in Falls Church, Virginia. Ms. Kraus is Managing Editor of Counterpoint and a departmental editor of Education Unlimited.

DESCRIPTION: Ms. Kraus explored the benefits of resource exchange through linking buyers and sellers of educational programs, products, and practices. The workshop attendees held a round-table exchange of their own buying and selling needs, and participated in the development of a resource exchange booklet, which was sent to each participant two weeks after the conference ended. (See Appendix B)

Workshop Session VII: ORIENTATION TO TEACHING THE STUDENT WITH SPECIAL NEEDS FOR THE REGULAR CLASSROOM TEACHER

PRESENTER: *Dr. Mary Garrett* is an Assistant Professor of Special Education at Russell Sage College, Department of Teacher Education. Professor Garrett has lectured widely and served as a consultant in special education. Her most recent publications include, "Peer Acceptance, Teacher Preference and Self-Appraisal of Learning Disabled Students," published in the Learning Disabilities Journal, 1980, and "Social Integration of Mainstreamed Students," included in the Keystone Journal of Education, 1980.

DESCRIPTION: Dr. Garrett discussed the philosophy behind mainstreaming and the learning characteristics of children who may be mainstreamed. She then offered practical suggestions for teachers who work with handicapped children on a daily basis.

Workshop Session VIII: THE SHELTERED WORKSHOP

PRESENTER: *Mr. Len Granda* is Director of Professional Services at The Workshop, Inc. in Menands, New York. Mr. Granda is a visiting lecturer with the Counseling Psychology Department at SUNY Albany. He is also a staff coordinator for the CASDA Continuing Education Program for Developmentally Disabled Adults.

DESCRIPTION: Mr. Granda described the sheltered workshop program operating in Menands, New York. The major purpose of The Workshop, Inc. is to offer

rehabilitation, training, vocational education, and employment to potentially able handicapped workers.

Workshop Session IX: CONTINUING EDUCATION FOR DEVELOPMENTALLY DISABLED ADULTS

PRESENTER: *Ms. Margaret Greenfield* is a Project Coordinator/Evaluator for the Public and Community Services Project at Hudson Valley Community College. A former special education teacher, Ms. Greenfield is now an adjunct professor at HVCC in the Civil and Public Administration Division. She is also Project Coordinator of an HEA Title I grant for the developmentally disabled.

DESCRIPTION: Ms. Greenfield presented highlights of work currently being done on a project designed and funded to provide continuing education for developmentally disabled adults. Project efforts aimed at "normalization" and "community acceptance" were discussed in detail. Recognizing that even successful grant programs eventually are terminated, the workshop focused on exploration of strategies for finding other sources of funding.

Workshop Session X: FUTURING: OCCUPATIONAL EDUCATION CURRICULUM

PRESENTER: *Mr. William Boudreau* is Supervisor of Occupational Education in the Bureau of Occupational Education Program Development. Mr. Boudreau is an Adjunct Professor of Education in Vocational Teacher Education at SUNY College of Technology at Utica. Prior to joining the State Education Department fifteen years ago, Mr. Boudreau had several years of teaching experience at the elementary, secondary, and adult levels.

DESCRIPTION: Mr. Boudreau provided a brief and general update of the futuring process as it currently exists in New York State. Participants had the opportunity to ask questions or voice other concerns regarding futuring, and were each given a copy of a State Education Department document entitled "Proposed Plan for Futuring of Occupational and Practical Arts Education."

Workshop Session XI: COORDINATION OF REHABILITATION COUNSELING AND EDUCATIONAL SERVICES FOR ADOLESCENTS - NEW DIRECTIONS FOR THE 80'S

PRESENTERS: *Mr. John Secord* is an Office of Vocational Rehabilitation Counselor working on a special project with Albany, Schoharie, and Schenectady BOCES. *Mr. James O'Connor* is an Office of Vocational Rehabilitation Counselor working in Rensselaer County with Troy Unified Services, Eleanor Roosevelt Developmental Center, and BOCES.

DESCRIPTION: Messrs. Secord, and O'Connor discussed the current trend toward coordinating educational programs with vocational rehabilitation programs. They presented a description of the current community agencies which provide day treatment, prevocational and vocational programs, as well as a discussion of funding sources and the elegibility criteria for each.

Workshop Session XII: INTERNSHIP: A MODEL FOR RELATED DISCIPLINES

PRESENTER: *Mr. William Clark* is Director of the Staff Development and Training Bureau of the New York State Office of Vocational Rehabilitation.

DESCRIPTION: Mr. Clark provided a review of the internship program within the Office of Vocational Rehabilitation, including selection of students, training of interns, and the goals and objectives of the program. The participants demonstrated an interest in developing internships with agencies such as the Office of Vocational Rehabilitation for their students. These students would be majoring in fields such as special education, occupational education, vocational education, and other similar fields. The students are interested in obtaining cross-training and background experience in fields other than their major course of study. Discussion of a shorter time period for internships for these students

took place, as well as the suggestion that a more intense overview of agencies and their workings should be part of the program. Individual participants requested further discussion on available materials concerning proposed inter-departmental internship programs.

The afternoon session began at 1:30 p.m., featuring Dr. Wolf Wolfensburger discussing "The Limitations of the Law." Dr. Wolfensburger is a Professor of Special Education and Rehabilitation at Syracuse University, and Director of the Training Institute for Human Service Planning, Leadership, and Change Agentry. He is a noted author, lecturer, and researcher in the field of special education, especially in the area of mental retardation. His work has dealt with the idealogies, structures, and planning patterns of human service systems. Dr. Wolfensburger has authored about 20 books and monographs, and has written over 100 articles and chapters in this area.

Due to copyright considerations, Dr. Wolfensburger was unable to allow the reprint of the paper he presented to appear in these proceedings. Therefore, excerpts from his two-hour presentation are included here.

"Law is one of mankind's stablest and most noble institutions. We still have some aspects of the law which are poorly understood. Human service workers should have an understanding not only of the vast potential of the law, but also of its gross limitations."

"At a time when so many expectations are placed on the law and the law itself fails to meet these expectations, it is time to take a systematic look at the limitations of the law."

Dr. Wolfensburger discussed the law's limitations from two perspectives: a) the inherent limitations in the scope and efficiency of the law itself, and

b) the limitations resulting from the way in which practitioners of the law are trained and socialized. He stated that society should abandon its less fruitful legislative and litigative strategies and concentrate at least equivalent energy into a few extra-legal channels such as changing public attitudes and strengthening voluntary citizen action groups. He concluded by suggesting that efforts directed at using the law should concentrate on a select few legal areas.

The Special Education Conference ended at 4:00 p.m. for those participating only in the one-day conference activities.

The Monday evening dinner session for the three-day participants took place at the Quality Inn. Three assistant commissioners and a representative from the Bureau of Program Development, Office for the Education of Children with Handicapping Conditions of the State Education Department made brief introductory comments and responded to participants' questions and concerns. The assistant commissioners included: Mr. Richard Switzer, Office of Vocational Rehabilitation; Mr. Gerald Freeborne, Office of Occupational and Continuing Education; Dr. James O'Connell, Office of Educational Finance and School Services; and Mr. Lee Cummings, representing Mr. Louis Grumet, Assistant Commissioner of the Office for the Education of Children with Handicapping Conditions.

Following the dinner speakers' presentations, Ms. Donna Kraus of the Dissemin/Action Project in Falls Church, Virginia provided an opportunity for participants to develop a communication network for resources and information exchange (See Appendix B).

TUESDAY, JANUARY 27, 1981

The final session of the Conference and Mini-Grant Program was held on Tuesday morning, January 27, 1981, at the Ouality Inn. This session provided a forum for college and university faculty members to share their research efforts and published papers. Faculty members who presented papers, along with the titles of their presentations are listed below:

Presenter(s)	Title of Paper
Robert Braun Mildred Swarts Eugenio A. Basualdo	"Integrating Curriculum Modification for Meeting Special Population Needs in the Vocational Teacher Preparation Program"
Patricia Dvonch	"Rehabilitation Counseling/Special Education/Vocational Fducation Interface to Meet the Changes of PL 94-142"
Gregory F. Harper Robert A. Manzella	"The Dean's Grant as a Means of Changing Preservice Education"
Bernard Horowitz	"The Learning Disabled Student - College Admissions and Curriculum Planning"
Gordon Purrington	"Public Policy Study and Children With Special Needs: A Linkage Model Concept"
Sandra Gales Young	"Are We Training Teachers to Fail?"

A summary of these papers follows:

INTEGRATING CURRICULUM MODIFICATION FOR MEETING SPECIAL NEEDS POPULATION IN THE VOCATIONAL TEACHER PREPARATION PROGRAM

Robert Braun, Regional Director for the Vocational-Technical Education Department at SUNY College of Technology, Mildred Swarts, Assistant Professor, and Eugenio Basualdo, Associate Professor of the same department, presented the first paper.

Mr. Braun discussed both the student population served by the Vocational-Technical Department and the service delivery system. He mentioned that the department serves 48 counties in New York State, or 80 percent of the state geographically. For service delivery New York State has been divided into three sections labeled eastern, central, and western areas. Each section has a coordinator and three or four sub-center sites for the delivery of professional teacher education courses. Mr. Braun explained that course offerings at each site are similar, and designed to meet the needs of both full and part-time students. Program graduates are vocational education teachers who are employable in BOCES occupational centers, correctional institutions, and comprehensive high schools, as well as industrial trainers and community college instructors in technology.

Dr. Mildred Swarts discussed the types of curriculum modifications the Vocational-Technical Education Department needed to make to accommodate the various student populations. She explained how the total curriculum was examined by department members and placed in a competency-based mode to conform to the Instruction Support System for Occupational Education (ISSOE). Upon entering the vocational education program a student performs an occupational analysis that identifies the tasks needed for that particular occupation. These tasks are further analyzed into small, teachable components. Tasks for each student are then clustered into modules, and an index of modules has been developed for each occupational area. Next, enabling activities that are needed to be able to complete each task are identified. Dr. Swarts explained that by relating the enabling activities to the tasks, a student's program may be individualized within the larger curriculum, thus meeting the needs of the range of special needs students a teacher might encounter.

Dr. Eugenio Basualdo summarized the previous presentations and discussed four major forces that influenced the delivery system and curriculum modifications. He explained that people in the field complained that the Vocational-Technical

Education Department was not meeting their needs; that the department became involved in testing competency-based models through the National Center for Vocational Education; that the department became a facilitating site for ISSOE and that New York State required a rearrangement of their program into a competency-based format. These external pressures caused department members to adopt an individualized, task analysis approach to planning student programs.

IMPLEMENTING PL 94-142: HOW FAR HAVE WE COME, HOW FAR TO GO?

Dr. Patricia Dvonch, Chairman of the Department of Rehabilitation Counseling at New York University, presented a paper based on her article published in Monograph Number Seven, "The Role of Special Education in an Overall Rehabilitation Program," by World Rehabilitation, Fund, Inc., International Exchange of Information in Rehabilitation (See Appendix C).

Dr. Dvonch reviewed where the United States seems to be in fulfilling the mandates of PL 94-142 in relation to rehabilitation services, and what direction we seem to be taking for the future. She also explored this country's potential for developing systems that combine security and opportunity in long-range rehabilitation programs with flexibility and individual arrangements. She concluded by stating that the goal of rehabilitation professionals in the United States is to ensure that handicapped persons and their families receive rehabilitation services that incorporate expertise from a wide range of programs and professionals.

THE DEAN'S GRANT AS A MEANS OF CHANGING PRESERVICE EDUCATION

Dr. Gregory Harper, Assistant Professor in the Department of Special Education, and Dr. Robert Manzella, Associate Professor in the Department of Speech Pathology and Audiology, discussed their experiences with the Dean's Grant at SUNY Fredonia. They described how it provided needed funds for teacher education

curriculum revision and for facilitation of interdepartmental communication at the university level. They reviewed their three-year Dean's Grant objectives, recommended useful sources of information, and shared their local university publication entitled, "Fredonia - Dean's Grant."

During the first year of implementation of the Dean's Grant, Drs. Harper and Manzella went out into the local school districts, observing and listening to both administrative and teacher problems relating to the education of handicapped children, and gathering information on PL 94-142, the referral process, handicapping conditions, and due process requirements. The second year's activities, in which they are currently involved, focus on teacher education curriculum revision based on the information gathered in the first year. The third year Dean's Grant objectives will include implementing the revised teacher education curriculum at Fredonia. They are currently publishing and disseminating a local publication that includes legislative updates, educational legal amendments, site visitation reports, workshop information, and available local support service descriptions and contact information.

For curriculum revision suggestions, they recommended a book by Maynard Reynolds entitled, A Common Body of Knowledge and Practice for Teachers: The Challenge of PL 94-142 to Teacher Education, produced by the National Support Systems Project, University of Minnesota.

THE LEARNING DISABLED STUDENT: COLLEGE ADMISSIONS AND CURRICULUM PLANNING

Dr. Bernard Horowitz, Director of the Counseling Center at SUNY Agricultural and Technical College at Cobleskill, New York, discussed the increasing enrollments of learning disabled college students, and offered suggestions for teacher education faculty preparation. His presentation stressed the importance of having teacher educators model appropriate behavior, emphasizing the inclusion

of enthusiasm and advocacy as well as skills development in teacher education programs. College faculty and preservice teachers must have the skills to identify handicapped students, modify curricula, identify mastery standards, prepare for heterogeneous groups, and teach for mastery.

PUBLIC POLICY STUDY AND CHILDREN WITH SPECIAL NEEDS: A LINKAGE MODEL CONCEPT

Dr. Gordon Purrington, a professor in the Department of Education Administration and Policy Studies at SUNY Albany, presented a paper advocating the establishment of a project center in Albany that could implement a linkage model concept for providing educational programs for children with special needs. He said that territorial rights of disciplines and institutions need to be minimized in order to encourage a more productive and important relationship among them, and to lead toward teacher training programs that are more interdisciplinary in nature, and perhaps even inter-institutional.

Albany is in a strategic location, Dr. Purrington maintained, to implement an interdisciplinary program. He cited as an example the Hudson-Mohawk consortium of colleges and universities that allows students the flexibility of participating in inter-institutional course work, stating that this provides a currently-existing basis for a linking model. He further explained that since Albany is the state capital, it is uniquely able to provide access to the legislative, executive, and judicial branches of state government as well as to the many advocacy and educational professional organizations that are headquartered there. Dr. Purrington provided steps to implement the linkage model and a related PERT chart listing possible time sequences for model implementation.

ARE WE TRAINING TEACHERS TO FAIL?

Dr. Sandra Gales Young, an Assistant Professor of Education at the College of New Rochelle, presented a paper contending that little evidence exists to

support the effectiveness or quality of interdisciplinary preservice preparation of teachers and specialists who are being trained to work with the handicapped. To a large degree, she maintained, there is assumed effectiveness on the part of training programs, presumably because trainers have been doing the same things for so long. She explained that we are not sure of the effectiveness of our training programs because evaluation has not become operationalized at the preservice level. Most cross training programs were conceived at a time when there were enormous deficiencies in personnel trained to serve handicapped children; today the emphasis has shifted from numbers of teachers needed to an emphasis on quality of teachers prepared.

Dr. Gales Young suggested that college and university training in special education may depend on training personnel to play a more active role in the evaluation of the quality of training efforts. She advocated that training programs expand beyond a description of competencies to be achieve, course evaluations, and questionnaires to determine student satisfaction, and should move toward more comprehensive evaluation of actual effects of training activities on the students and on the handicapped children being served.

After the papers were presented, participants finished preparing their mini-grant proposals for promoting cross training of faculty and students interested in the education of handicapped individuals (See Appendix D).

At 11:00 a.m., participants summarized and shared their perceptions of the three-day Conference and Mini-Grant Program and completed a formal evaluation form (See Appendix E). The conference ended at noon, January 27, 1981.

For a summary of the outcomes of the mini-grant program please see Appendix F.

APPENDIX A

SUMMARY OF CONFERENCE PARTICIPANTS

BY DEPARTMENT/DISCIPLINE

SUMMARY OF CONFERENCE PARTICIPANTS DEPARTMENT/DISCIPLINE

Number of Conference Participants from:

1.	Colleges and Universities	93
2.	Agencies and Organizations	176
3.	School Districts	75
4.	Guests, Not Listed Elsewhere	14
	Total Participants:	358

	Special Education	Vocational Occupational and Continuing Education	Vocational Rehabilitation	Guidance	Educational Administration	Other Educators	Totals
1. Colleges and Universities	30	20	9	2	10	22	93
2. Agencies and Organizations	88	10	12	2	17	47	176
3. School Districts	49	1	--	6	5	14	75
4. Guests, Not Listed Elsewhere	12	--	--	--	1	1	14
Totals:	179	31	21	10	33	84	358

APPENDIX B

THE CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION PERSONNEL PREPARATION NETWORK/RESOURCE EXCHANGE

THE CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION PERSONNEL PREPARATION NETWORK / RESOURCE EXCHANGE

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Produced as a cooperative effort by

THE CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION

and

THE DISSEMIN/ACTION PROJECT

THE CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION PERSONNEL PREPARATION NETWORK / RESOURCE EXCHANGE

Selling means materials, services, skills, expertise that are offered -- free of charge -- for sharing. Buying means materials, services, skills, expertise that are needed.

CONTACT	SELLING	BUYING
David Bosworth Executive Director Project Strive, Inc. 135 Ontario Street Albany, New York 12206		* Resources for "life skills" training for LD and EMR students * Self-contained career ed learning packages for regular classroom teachers working with special problem students (all handicapping conditions) * Parent training materials for parent support groups who have special students as children * Programs for compensatory education outside of school settings.
Robert H. Braun SUNY College of Technology Department of Vocational-Technical Education 260 Washington Avenue Albany, New York 12210	* Twenty-five years of vocational/technical experience from vocational testing, to administration of a BOCES center, to administration of vocational teacher preparation * Teacher education courses that are performance based * Experience with integration and deployment to maintain vocational teacher preparation relevance	* Methods to identify potential job placements for trained handicapped students * A common vocabulary to further the understanding of interrelationships of common purpose between vocational education and special education * Revision of certification laws and regulations to show interdisciplinary participation following a legalistic mode
Dr. Geraldine Chapey St. John's University 300 Howard Avenue Staten Island, New York 10301	* Experience as director of a funded program for the handicapped * Experience as director of speech and language pathology programs	* Identification of future developments and needs in education/special education (K-12) to develop leadership programs in training institutions * Models of teacher training for special education (preservice and inservice) * Identification of groups needing preservice special education training

CONTACT	SELLING	BUYING
Professor Martin Cheikin College of Staten Island (CUNY) 120 Stuyvesant Place Staten Island, New York 10301		* A book that is simplistic but "real", on a paraprofessional level, including definitions, dynamics, and psycho-social development of each category of the special education population
Dr. Edythe D. Conway NYS College of Human Ecology Department of Human Service Studies MVR N-135 Cornell University Ithaca, New York 14853	* Presentation on improving reading through home economics subject matter * Willingness to work with others interested in developing links with field settings and teacher education in special education	* Contact with home economics teachers who work with handicapped students in their classrooms and who are willing to share their techniques * Ideas from home economics teachers regarding the most important topics to be included in preservice teacher preparation * Ideas for infusing special education into teacher preparation for regular classroom teachers
Anne Martens Dembowski Coordinator Early Childhood Direction Center of the Capital Region 1979 Central Avenue Albany, New York 12205 1-800-342-1216; 518/785-3478	* An established system for information and referral for parents and professionals who have or work with handicapped infants and preschoolers in an 11-county area of New York State * Links to 18 other Direction Centers serving all of New York State * A bimonthly newsletter designed to give agencies and individuals the opportunity to share program information, conference and seminar news, legislative and state education updates	* Information about any program, agency, or individual serving or willing to serve the handicapped child (0-5) and their families, locally, statewide and nationally. This might include preschool programs, therapy, counseling, financial aid, day care, information and referral * Information about conferences, seminars, and educational opportunities in the area of early childhood special education

CONTACT	SELLING	BUYING
Patricia Dvonch, Ph.D. New York University Rehab Careers Department 25 West 4th Street New York, New York 10012	* Educational and workshop experiences and courses in rehabilitation counseling, medical and psychological aspects of disability, career planning for the disabled, interviewing and case recording and other techniques that will give the special and regular education teacher more information and knowledge about the handicapped to be more comfortable with mainstreaming	* Information on ways that rehabilitation counselors can be more responsive to special educators' needs and programs. * Information about the Utica Project
Anne Franzen Albany BOCES Special Education Division 1979 Central Avenue Albany, New York 12205	* Experience as a reading teacher/consultant in regular and special education programs * Experience as a researcher/writer on language development; acquisition of literary skills (reading and writing) covering regular students and special education populations such as preschoolers, learning disabled, deaf; classroom processes including social interaction, instructional grouping, and lesson content.	* Information on programs that develop competitive employment skills and subsequently place trainable mentally handicapped students in employment experiences within the community
K. Garnett Special Education Program Hunter College 440 E 26th Street New York, New York 10010	* Consultation services for improving the learning of learning disabled youngsters * Reading learning strategies and the implications for teaching poor readers. * Improvement of attention and task focus through self-instructional training (cognitive therapy)	* Micro-computer hardware, software, expertise for learning disabled tutoring program

CONTACT	SELLING	BUYING
Dr. Ruth F. Gold Adelphi University South Avenue Garden City, New York 11530	* Information on training teachers of autistic children * Information on development of resource rooms * Information on modifications in regular education for mainstreaming in the areas of methods, curricula and materials	* Models for field-based graduate programs * Evaluation techniques (to measure the effectiveness of training programs)
Leonard Granda The Workshop, Inc. 339 Broadway Menands, New York 12204	* Techniques for successful employment of the disabled * Involvement of business and industry in vocational training and employment * Effective vocational assessment techniques * Consultation to industry on disability awareness and potential as employees * Work study programs for disabled students	* Student internships in an industrial rehabilitation and employment setting for the disabled * Techniques for successful employment of the disabled in a competitive setting * Prevocational skills training for disabled students
Dr. Emil H. Hoch State University College, Buffalo 1300 Elmwood Avenue Buffalo, New York 14222		* Information regarding upward mobility/women's projects and special programs involving interaction among women in technical areas of special education
Dr. William G. Hoefert State University College, Buffalo 1300 Elmwood Avenue Buffalo, New York 14222		* Experience or knowledge that industrial arts teachers have in interfacing industrial arts programs in an IEP for the handicapped child at the secondary level

CONTACT	SELLING	BUYING
Bernard Horowitz Director of Counseling SUATC Cobleskill, New York 12043	* Assessment techniques for strengths and weaknesses of learning disabled students as college applicants * Presentation for developing awareness on the part of college faculty of the needs of handicapped students, especially those with hidden handicaps	* Techniques for providing flexibility in college classroom teaching and evaluation of mastery to meet the needs of the handicapped * Resources for multilevel college texts (reading level) * Sources of training for college teachers in working with the handicapped and sources of funding for post-degree education
Dr. Elizabeth M. Kosky Program Advisor-Special Education Manhattan College Graduate Education Riverdale, New York 10471	* Skills in diagnosis and assessment for placement and prescription * Information about a special education learning center servicing the community through assessment and prescription for the handicapped * Training and experience bridging teacher education, counseling and special education * Program evaluation * Experience as former member of Committee on the Handicapped (psychologist)	* Ideas relative to curriculum redesign for undergraduate secondary school programs (provisions for special education) * Methods and materials modules * Career education modules for the handicapped
Marion Klutch 399 E. 72nd Street New York, New York 10021	* Expertise in group work, especially for counselor trainees, teachers, and personnel workers * Resource information on vocational counseling and career planning	* Information on the current state of group work among disabled populations in schools and agencies * Information on the effectiveness of past use of group approaches and evaluations

CONTACT	SELLING	BUYING
Marion Klutch, continued	* Information on sex equity and procedures for imposition in schools, businesses, etc. * Counseling for schools, agencies, etc.	* Procedures for follow-up of vocational successes of the disabled in both mainstream and non-mainstream settings
Bonita A. LeBlanc Early Childhood Education Center Altamont Elementary School Altamont, New York 12009	* Slide presentation that can be used for both professionals serving handicapped preschoolers and their parents, entitled "What We Don't Do." The presentation is a satire on what some common issues are in regard to insensitivities, territory, competition among agencies, overzealous expertise-itis, etc. Fifteen to twenty minutes in length, and can be used as a vehicle for discussion * Information on training paraprofessionals and professionals for working with parents and handicapped infants in a home-based setting	* An overview of toddler play (developmental stages) presented in layman's terms. Might include studies, papers, etc. * Information on innovative ways to secure federal monies for infant home-based and preschool settings
Robert J. LaCasse NYSED 99 Washington Avenue Albany, New York 12230	* Information on vocational education for the handicapped, vocational assessment, and prevocational assessment	* Information on local program successes in vocational programming for the handicapped * Information on local program successes in linking agencies for a continuum of services for the handicapped
Francis J. Lodato Manhattan College Bronx, New York 10471	* Experience as consultant to special education programs for the gifted and talented * Experience in psycho-educational evaluation	* Information on the effects of various laws on students/teachers * Information on unique teacher training programs

CONTACT	SELLING	BUYING
Francis Lodato, continued	* Research on learning styles * Research on the use of hypnosis with the hyperactive student * Information on special education program evaluation * Research on committees on the handicapped * Experience as leader of parent inservice workshops	* Screening techniques for prospective leaders of the handicapped
Venus E. Melonas Home Economics Department Queens College Flushing, New York 11367 (212) 520-7219	* Information on life skills management * Equipment adaptations for impaired individuals * Barrier assessment for physically impaired individuals * Housing design, laboratory design and adaptations for special needs	* Information about the needs of handicapped individuals, specifically in the learning disabled category * References or materials for regular classroom teachers in home economics to further their background and knowledge in the area of special education * Information on vocational/occupational programs
James O'Connor Office of Vocational Rehabilitation State Office Campus Albany, New York 12226	* Experience as survival skills developer * Insight	* Vocational evaluation packages for dropouts * Consumer training for parents * Person(s) to evaluate child's readiness for normalization

CONTACT	SELLING	BUYING
Dr. Paula Roden Dr. Robert Manzella Dr. Gregory F. Harper Dean's Grant - Fredonia Thompson - 1 State University of New York at Fredonia Fredonia, New York 14063	* Information on the design of, application for, and implementation of a Dean's Grant (funded by the Office of Special Education, Division of Personnel Preparation)	* Information on consultants and workshop leaders on the topics of curricula in special education, specifically basic life skills, individualizing academic areas, and developing social skills * Information on the topics of professional consultation and parent/teacher relations
Nancy A. Rooney 41 Division Street Troy, New York 12180	* Experience as a special education teacher working with the severely/profoundly handicapped and the trainable mentally handicapped * Experience with total communication in language development, occupational/prevocational training of handicapped adolescents, dissemination of information on educating the severely/profoundly handicapped in public school settings and working with other staff and classes at this level	* Information on career options within and outside of special education * New materials, ideas, and methods to use in teaching severely/profoundly handicapped students * Information on education and training through conferences and university level programs
Dan Sage Syracuse University 805 S. Crouse Avenue Syracuse, New York 13210	* A course in special education issues for the general educational administrator who wants an orientation (but not too much of an investment) in special education * Materials for condensation into a short workshop format for inservice for general administrators. Most appropriate for a 2-day model. Revised to 1980 laws, regulations and standard state policies. Core of approach is the New Special Education Administrative Training Simulator, published by Syracuse University Press	* Information on vocational education administrator issues and training responses to current problems. * Models for sensitization of vocational education teachers and administrators

CONTACT	SELLING	BUYING
Dr. K. L. Schank State University College at Buffalo 1300 Elmwood Avenue Buffalo, New York 14222		* Information for integrating special education for regular preservice vocational education teachers
Karen E. Schanzenbacher, OTR 299 Little Robin Road West Amherst, New York 14228	* Information on roles and functions of occupational therapists in public schools * Knowledge of pediatric diseases/disorders that impact aspects of development * Specialized experience in the areas of autism and learning disabilities * Information on sensory integration theory and interpretation and its use with LD and autistic children	* Information on the needs of special education, regular education and vocational education for occupational therapy and other related services * Information on the needs of autistic children, educational, social, etc.
Frank E. Sharkey, Jr. Chairman, IAVE Department State University College at Buffalo Buffalo, New York 14222 716/878-6017	* Expertise in the area of occupational and practical arts education for students with special needs (24 years' experience) * Availability as a lecturer * Experience as workshop coordinator and presenter * Experience in providing educational consultant services	* Information on how to eliminate existing barriers between occupational education and special education and vocational rehabilitation * Instructional materials which will assist the occupational educator in meeting the needs of the handicapped * Dynamic consultants to motivate and stimulate interest on the part of the occupational education teacher to work with and for the handicapped

CONTACT	SELLING	BUYING
Rona Shaw Dominican College 10 Western Highway Orangeburg, New York 10962	* Undergraduate program which prepares personnel to work with visually impaired persons from school age through old age via two programs: a) teacher preparation for teachers of the blind and visually impaired b) rehabilitation teaching for the visually impaired	* Ways of incorporating competencies related to multihandicapped blind into program sequence for visually handicapped * Alternate structures within programs, especially on the undergraduate level, for practicum experience
Adele Schwartz Hunter College Box 1443 695 Park Avenue New York, New York 10021	* Approaches to attitude study and attitude change regarding human differences * Techniques to foster parent involvement	* Curriculum modifications/adaptations for least restrictive environment in cross categorical education programs
Dr. Sarah Stephens Department of Home Economics SUNY, College at Plattsburgh Plattsburgh, New York 12901	* Individualized packets on handicapping conditions (now in the process of preparation)	* Methods to infuse training regarding the handicapped into preservice regular teacher preparation
Sister Tina Marie Stocks Dominican College 10 Western Highway Orangeburg, New York 10962	* Quality undergraduate program which prepares teachers of young multihandicapped, and school age populations * A community residence program which trains counselors to work in community residences for deinstitutionalized mentally retarded adults * Ideas related to the absorption of the	* Feedback related to the plethora of research conducted by graduate students at various levels of preparation which relates to the education of the trainable mentally retarded (not just care, but training) and the social adjustment of deinstitutionalized adult -- interested in <u>implemented</u> research

CONTACT	SELLING	BUYING
Sister Tina Marie Stocks (continued)	mentally retarded into the activities of their local parishes * Experience as coordinator of two programs providing for spiritual/social life of mentally retarded children and adults	
Joan Thomas 9 Stewart Street Amsterdam, New York 12010	* Information on ways to motivate students who are below reading grade level * A means to communicate with other teachers * A way to obtain material for selection for programs	* Ways of scheduling learning disabled students at the junior and high school level * Means for identifying criteria for selecting learning disabled students * Information on how to become involved on a state/federal level with learning disabilities organizations (conferences, materials, newsletters)
Joseph Trippi Coordinator, Special Education SUNY, New Paltz OMB 113 New Paltz, New York 12562	* Personnel preparation training * Curriculum development for children, preservice and inservice teachers in both special education and occupational/vocational education, school administrators, and parents * Program development in special/vocational/occupational education	* Strategies for linking vocational education and special education * Clearer description of terminology used by related disciplines * Resources for support of new programs and attempts to change existing ones (funding) * Ideas for enlisting support/cooperation from the community, including unions/industry/management * Methods of linking various personnel preparation programs under a comprehensive plan

CONTACT	SELLING	BUYING
E. Welch SUNY Albany ED 231 1800 Washington Avenue Albany, New York 12222	* Procedures and techniques for assessing children with special needs * Program development and implementation for the preschool child with a handicap * Behavior techniques * Information on developmental disabilities	* Evaluation techniques for prekindergarten programs * Student interest in special education research
Dr. Sandra Gales Young Assistant Professor School of Arts and Sciences College of New Rochelle New Rochelle, New York	* Expertise in diagnosis and planning instruction for handicapped children * Skills in conducting preservice training of special education teachers * Skill in working with parents of handicapped children * Resource information about developing demonstration projects to serve preschool handicapped children	* New ways of evaluating all aspects of the quality of training provided to preservice teachers * Ideas and thoughts about the special needs of bilingual handicapped children and minority handicapped children * Information about the most effective ways to share ideas and disseminate important information

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THE CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION PERSONNEL PREPARATION NETWORK / RESOURCE EXCHANGE

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Buying means materials, services, skills, expertise that are needed.

ADMINISTRATION
Robert H. Braun 1
Dan Sage 8

ASSESSMENT
Leonard Granda 4
Bernard Horowitz 5
Dr. Elizabeth M. Kosky 5
Robert C. LaCasse 6

ATTITUDE CHANGE
Adele Schwartz 10

AUDIOVISUAL AIDS
Bonita LeBlanc 6

AUTISM
Dr. Ruth F. Gold 4
Karen E. Schanzenbacher, OTR 9

BEHAVIOR
Joseph Trippi 12

CAREER PLANNING
Patricia Dvonch, Ph.D. 3
Marion Klutch 5

COGNITIVE THERAPY
K. Garnett 3

COMMITTEES ON THE HANDICAPPED
Dr. Elizabeth M. Kosky 5
Francis Lodato 7

COMMUNITY INVOLVEMENT
Leonard Granda 4

COMPLIANCE
Dan Sage 8

COUNSELING
K. Garnett 3
Dr. Elizabeth M. Kosky 5
Marion Klutch 5

CURRICULUM DEVELOPMENT
Joseph Trippi 11
E. Welch 12

DEAF
Anne Franzen 3

DEAN'S GRANTS
Dr. Paula Roden; Dr. Robert Manzella;
Dr. Gregory F. Harper 8

DEINSTITUTIONALIZATION
Sr. Tina Marie Stocks 10

DIAGNOSIS
Dr. Elizabeth M. Kosky 5
Francis J. Lodato 6
E. Welch 12
Dr. Sandra Gales Young 12

DISEASES/DISORDERS (Pediatric)
Karen E. Schanzenbacher, OTR 9

DISSEMINATION
Anne Martens Dembowski 2
Venus E. Melonas 7
Nancy A. Mooney 8
Joan Thomas 11

EARLY CHILDHOOD/INFANTS
Anne Martens Dembowski 2
Anne Franzen 3
Bonita A. LeBlanc 6
Dr. Sandra Gales Young 12

EMPLOYMENT OF THE DISABLED
Leonard Granda 4

GIFTED AND TALENTED
Francis J. Lodato 6

GROUP WORK
Marion Klutch 5

HIDDEN HANDICAPS
Bernard Horowitz 5

HOME BASED SETTINGS
Bonita A. LeBlanc 6

HOME ECONOMICS
Dr. Edythe D. Conway 2
Venus E. Melonas 7

HYPERACTIVE
Francis Lodato 7

HYPNOSIS
Francis Lodato 7

INFORMATION ON HANDICAPPING CONDITIONS
Dr. Sarah Stephens 6
Joan Thomas 10
Bonita A. LeBlanc 11

LANGUAGE DEVELOPMENT
Anne Franzen 3
Nancy A. Rooney 8

LEARNING DISABLED
Anne Franzen 3
K. Garnett 3
Bernard Horowitz 5
Nancy A. Rooney 8
Karen E. Schanzenbacher 9
Joan Thomas 11

LIFE SKILLS MANAGEMENT
Venus E. Melonas 7

MAINSTREAMING
Patricia Dvonch, Ph.D. 3
Dr. Ruth F. Gold 4

MANAGEMENT
Dr. Geraldine Chapey 1
Dan Sage 8

MENTALLY RETARDED
Sr. Tina Marie Stocks 10

NETWORKING
Dr. Edythe D. Conway 2
Anne Martens Dembowski 2

OCCUPATIONAL THERAPY
Karen E. Schanzenbacher 9
Frank E. Sharkey 9

PARAPROFESSIONALS
Bonita A. LeBlanc 6

PARENT TRAINING
Francis Lodato 7
Adele Schwartz 10
Dr. Sandra Gales Young 12

PHYSICAL BARRIERS
Venus E. Melonas 7

PRESERVICE PROGRAMS
Rona Shaw 10
Sr. Tina Marie Stocks 10
Joseph Trippi 11
Dr. Sandra Gales Young 12

PROGRAM DEVELOPMENT
Joseph Trippi 11
E. Welch 12

PROGRAM EVALUATION
Dr. Elizabeth M. Kosky 5

PSYCHOEDUCATIONAL EVALUATION
Francis J. Lodato. 6

READING
Dr. Edythe D. Conway 2
Anne Franzen 3

REHABILITATION
Patricia Dvonch, Ph.D. 3

RESEARCH
Francis Lodato 7

RESOURCE ROOMS
Dr. Ruth F. Gold 4

SENSORY INTEGRATION
Karen E. Schanzenbacher, OTR 9

SEVERELY/PROFOUNDLY HANDICAPPED
Nancy A. Rooney 8

SEX EQUITY
Marion Klutch 5

SPEECH AND LANGUAGE
Dr. Geraldine Chapey 1

SPIRITUAL/SOCIAL DEVELOPMENT
Sr. Tina Marie Stocks 10

VISUAL IMPAIRMENT
Rona Shaw 10

VOCATIONAL EDUCATION
Robert H. Braun 1
Leonard Granda 4
Marion Klutch 5
Robert J. LaCasse 6
James O'Connor 7
Nancy A. Rooney 8
Frank E. Sharkey 9
Joseph Trippi 11

VOCATIONAL EDUCATION CONSULTANTS
Frank E. Sharkey 9

APPENDIX C

THE ROLE OF SPECIAL EDUCATION IN AN OVERALL REHABILITATION PROGRAM

IMPLEMENTING P.L. 94-142:
HOW FAR HAVE WE COME, HOW FAR TO GO?

Patricia Dvonch, Ph.D.

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IMPLEMENTING P.L. 94-142: HOW FAR HAVE WE COME, HOW FAR TO GO?

Patricia Dvonch, Ph.D.

Dyssegaard discusses some of the most urgent problems of special education in relation to a comprehensive rehabilitation program in Denmark. The various studies and experiences discussed in her paper demonstrate what we in the U.S. find to be true: that not only is the "integration or mainstreaming of even severely handicapped children into regular classrooms . . . indeed possible, but also that mainstreaming alone does not always fulfill what is required of a comprehensive rehabilitation program for the individual child."

The purpose of this commentary is to (1) review where the U.S. seems to be in fulfilling the mandates of P.L. 94-142, The Education for All Handicapped Children Act, in relation to rehabilitation services, (2) where we are or what direction we seem to be taking, and (3) what *is* our potential "to develop systems which combine security and opportunity in long-range rehabilitation programs with flexibility and individual arrangements" (Dyssegaard, 1980). The key to P.L. 94-142 is the "individualized education program," IEP, that must be drawn up for each handicapped youngster in consultation with the parents. Mainstreaming—the most controversial aspect of P.L. 94-142—is the provision that handicapped students be put in the "least restrictive environment." Institutionalized youngsters may be transferred to special classes in regular public schools, and children formerly in special classes in public schools may spend part of their "mainstreamed" time in regular classes (*NY Times*, May 13, 1979). Surveys show that mainstreaming has become of paramount concern to public school teachers. Though schools no longer resist, frustration, apprehension, and resentment are reported (Sproles et al., 1978). James Gallegher suggests that, notwithstanding these reactions, the classroom *is* the key. To look at each child individually is the real intent of the law, not to force every handicapped child into a regular classroom (National Public Radio, Washington, DC, June 29, 1980).

P.L. 94-142 (Sections 121A, 13, 121a, 137) also mandates services in which school counselors and rehabilitation counselors assess student needs, evaluate interests and aptitudes, and aid in the formulation of educational and vocational goals. "Since school counselors and rehabilitation counselors provide essential support services, they must

work more closely with each other in the counseling and placement of handicapped children (ASCA/ARCA, March 1980).

The establishment of a vocational rehabilitation component in the education of handicapped children seems essential "to assure that every handicapped child who leaves school has had career education training that is relevant to the job market, meaningful to the individual's career aspirations and realistic to the individual's potential." (Rules & Regulations, Title 45, Public Welfare DHEW Programs for the Education of the Handicapped #121.3, Objectives, 1978).

P.L. 94-142 places the responsibility of providing public education for all special needs children (ages three through twenty-one) on the local public schools. However, state agencies are required to share information, expertise, and services. Thus while eligibility for the school component will be determined through the evaluation process as outlined in the law, rehabilitation and school counselors need to be included in the development of the individual educational plans (IEP). People with physical, mental, or emotional handicaps are generally eligible for rehabilitation services. Upon leaving school, it can be through rehabilitation services, possibly, that transition to another program or employment will be smoother because of the cooperative efforts of the rehabilitation and school counselors (RSCA-ARCA, 1980).

Services to the high-school-age handicapped population should include vocational rehabilitation counseling and preparation for post-high-school programs with the full complement of rehabilitation services. Rehabilitation counselors should be available to provide consultation on the social and vocational aspects of disabilities as well as technical assistance with vocational program planning ideally within the school setting.

The enactment of P.L. 94-142 has led the state Vocational Rehabilitation agencies to reconsider their roles in relationship to the schools, and to some extent they have backed off from continuing the traditionally heavy commitment of expenditures on high school students when similar services are now, according to the law, to be provided by the schools. At the same time the U.S. Office of Education and, more specifically, the Rehabilitation Service Administration are developing guidelines for appropriate collaboration in the future (Sigelman et al., 1979).

Vocational education has been an integral part of rehabilitation planning and programs in a number of State Vocational Rehabilitation programs over the years. Colorado has had such a program for the educationally mentally retarded for more than ten years. Three profes-

sionals have had major responsibility: the classroom teacher, the Vocational Rehabilitation counselor (hired by the educational systems specifically for the program), and the State OVR counselor. This is a variation of similar programs and practices throughout the United States that have been in operation for many years; e.g., New York State has assigned Vocational Rehabilitation counselors to particular schools (plural assignments) as a general rule until recently. There are now plans for an innovative pilot program of collaboration by OVR with the Board of Education to provide Rehabilitation Mobile School units to serve eight high schools in the New York City district (Palevsky, 1980). The State of New Jersey, too, is in the process of "interagency planning" to find the most productive ways for Special Education/Rehabilitation Services to be provided to adolescent consumers (Fleming, 1980).

So-called "generic" counselors as well as school counselors are being advised to "become competent" in a number of areas through pre- or in-service training (Hosie, 1979). The areas suggested include federal and state legislation, rights of the handicapped individual, assessment procedures and the skills necessary to relate these to the special learning strategies of the handicapped, characteristics and impediments of the disabled person, attitudinal bases of teachers and others, and characteristics of the handicapped related to employment skills, training programs and occupational and educational opportunities (Hosie, 1979). These areas of special knowledge and skill are what make up the unique competencies of the profession of rehabilitation counseling.

It thus seems crucial to address the fact that together, school counselors, special education teachers, and rehabilitation counselors can make a profound contribution to and impact on the lives of disabled youngsters by pooling their considerable knowledges and skills in consultative and practicing modalities that will avoid competition and duplication and will directly and immediately have an effect on the implementation of P.L. 94-142. To paraphrase Dyssegaard; to secure the rights of handicapped persons and their families in having available expertise in all necessary areas integrated into the rehabilitation programs designed, wherever that program is offered, is our goal.

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Sproles, H.A., Panther, E.E. & Lanier, J.E. P.L. 94-142 and its impact on the counselor's role. *Personnel and Guidance Journal*, December 1978 (210-12).

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APPENDIX D

ROSTER OF $500 MINI-GRANT AWARDS

Special Education Conference for Teacher
and Specialist Educators in New York State

Roster of $500 Mini-grant Awards

I. Title of Project: INTERDISCIPLINARY INSERVICE TRAINING PROGRAM
College or University: Adelphi University
Project Coordinator: Ruth F. Gold

Summary: A needs assessment of school districts in districts cooperating with the Education Department in teacher training to determine training needs and ways to increase communication among the varied disciplines and districts through the use of questionnaires and a working conference. An annotated listing of available resources will be produced.

II. Title of Project: INTERDISCIPLINARY COLLABORATION FOR SPECIAL EDUCATION AT CORNELL: TEACHER PREPARATION IN HOME ECONOMICS AND AGRICULTURE
College or University: Cornell University
Project Coordinator: Edythe D. Conway

Summary: Cross disciplinary collaboration between teacher educators and related faculty in Home Economics and Agriculture Education at Cornell University leading to increased advocacy and competency in special education.

III. Title of Project: A CONFERENCE TO PROMOTE INTEREST IN THE CROSS-TRAINING OF PARENTS, TEACHERS, AND STUDENTS
College or University: Herbert A. Lehman College
Project Coordinator: Sheila Offman Gersh/Brian Hurwitz

Summary: To introduce the need for cross-training as a result of a dialogue among educators, parents, and students. The purpose of this grant is to develop an initial conference to stimulate discussion among parents, teachers, and students to facilitate cross-training strategies.

IV. Title of Project: CROSS TRAINING OF COUNSELORS WORKING WITH MAINSTREAMED ADOLESCENTS WITH SPECIAL NEEDS
College or University: College of Staten Island, City University of New York
Project Coordinator: Martin Cherkin

Summary: Development and field testing of a cross-training model for Counselor Education and Special Education Departments to train counselors to work more effectively with a mainstreamed population of adolescents with special needs.

V. Title of Project: A TEAM APPROACH TO EDUCATION AND HABILITATION: A MULTI MEDIA PRESENTATION
College or University: State University of New York College at Fredonia
Project Coordinator: Robert A. Manzella

Summary: A media presentation using words and pictures on: The Role of the various specializations (Special Education, Speech and Hearing Services, Medical Services, Occupational and Vocational Rehabilitation, Physical Therapy, Social Services, etc.) in the education and habilitation of children and adults.

VI. Title of Project: THREE MODULES FOR "ADMINISTRATIVE TRAINING IN THE NEEDS OF THE HANDICAPPED"
College or University: Hofstra University
Project Coordinator: Carold Shakeshaft

Summary: This project proposes to develop and field test three modules for use in educational administration classes to address both attitudes toward and knowledge of needs of handicapped students. The proposed modules will include the following components: (1) attitudinal materials; (2) law materials; (3) supervision materials; (4) case studies previously developed through a Dean's Grant project at Hofstra on administrative approaches to PL 94-142 implementation.

VII. Title of Project: A SLIDE PRESENTATION TO HELP ESTABLISH LINKAGES ACROSS EDUCATIONAL DISCIPLINES FOR THE PRESERVICE TEACHER
College or University: College of New Rochelle
Project Coordinator: Sandra Gales Young

Summary: To develop a slide presentation which summarizes need, barriers, and other concerns related to the establishment of linkages across educational disciplines in the preparation of preservice teachers and specialists to work with handicapped students.

VIII. Title of Project: EDUCATIONAL AND HEALTH PROFESSIONS: INTERDISCIPLINARY WORKSHOPS
College or University: New York University
Project Coordinator: Patricia Dvonch

Summary: One day workshop with state and city education personnel as speakers (panelists) to start a dialogue among professionals, department heads, and faculty to discover similar/different goals and how we can plan together.

IX. Title of Project: A COMMUNICATION MODEL FOR SPECIAL EDUCATION AND COUNSELING PROGRAMS
College or University: Manhattan College
Project Coordinator: Elizabeth M. Kosky

Summary: This project would enable the faculty at Manhattan College (Counseling and Special Education) to be aware of the need for an interdisciplinary approach in the education of special populations and to become sympathetic to the roles of each discipline. This will be accomplished through the experiences provided to faculty and students made possible by this grant.

X. Title of Project: A MULTI-DISCIPLINE APPROACH TO PREPARE SCHOOL ADMINISTRATORS FOR THE SPECIAL, VOCATIONAL, AND OCCUPATIONAL NEEDS OF HANDICAPPED STUDENTS
College or University: SUNY, New Paltz
Project Coordinator: Joseph Trippi

Summary: This project will provide trainees in the advance (CAS) school administrators program with information about the occupational/vocational training needs of handicapped pupils.

XI. Title of Project: TRAINING PACKETS ON HANDICAPPING CONDITIONS FOR INTERDISCIPLINARY TEACHER EDUCATION
College or University: SUNY College at Plattsburgh
Project Coordinator: Sarah Stephens

Summary: The mini-grant will enable project staff to design training packets on handicapping conditions for interdisciplinary teacher education; meet with faculty on the Department of Education at PSUC to encourage the use of these materials as a part of the preservice teacher training curriculum.

XII. Title of Project: RAISING THE CONSCIOUSNESS OF FACULTY MEMBERS WHO ARE PREPARING OUR FUTURE TEACHERS
College or University: Skidmore College
Project Coordinator: Karen N. Haskell

Summary: The project will initiate an effort among the Skidmore Education faculty in developing an awareness of the needs of the handicapped in regard to their background, learning styles, and instructional alternatives that must now become part of their teaching preparation program.

XIII. Title of Project: VOCATIONAL EDUCATION/SPECIAL EDUCATION ADMINISTRATOR TRAINING MATERIALS DEVELOPMENT
College or University: Syracuse University
Project Coordinator: Daniel D. Sage

Summary: Development and pilot testing of a module to supplement and adapt the existing Special Education Administrative Training Simulator, to provide a vehicle for orienting practicing Vocational Education administrators to current issues in serving handicapped students.

XIV. Title of Project: THE HANDICAPPED STUDENT AND POSTSECONDARY INSTRUCTIONAL PROGRAMMING
College or University: Russell Sage College
Project Coordinator: Dr. Mary K. Garrett

Summary: Several workshops will be conducted in which the rights of handicapped college students are reviewed and the instructional modifications that will help them maximize their potential are discussed. The first workshop will present general information while the follow-up activities will be working sessions dealing with specific problems, coursework, and modifications.

XV. Title of Project: FACULTY EXCHANGE: TRANSDISCIPLINARY COLLABORATION
College or University: Hunter College - City University of New York
Project Coordinator: Catherine Garnett

Summary: Faculty representing four graduate programs - Special Education, Guidance and Counseling, Rehabilitation Counseling and College Student Development - will meet to explore, plan and implement ways in which content from each discipline can be exchanged, through guest lectures or materials development. The future involvement of other graduate programs in this approach will be explored.

XVI. Title of Project: PROFESSIONAL FITNESS AMONG SPECIAL NEEDS PERSONNEL: BURN-OUT PREVENTION AND REHABILITATION
College or University: State University College at Buffalo
Project Coordinator: Warren Gleckel

Summary: This project would lead to the development of a preservice module to assist all prospective educators who will be working with special needs students to remain vibrant, enthusiastic and proactive in their teaching. It will provide teachers with individual and systematic suggestions for preventing the frequently mentioned and equally dreaded "burn-out syndrome" believed to accompany the teaching of students with special needs.

XVII. Title of Project: PROFESSIONAL SEMINARS FOR THE ADVANCED UNDERSTANDING OF THE NEEDS OF HANDICAPPED PERSONS
College or University: St. John's University
Project Coordinator: Corrine A. McGuigan

Summary: Professional conjoint shall have as its goals the advance understanding of the needs of handicapped persons as examined by an interdisciplinary team. The team shall consist of a department representative and one stipend graduate assistant elected by said department. Professional conjoint will meet in three professional seminars and three working sessions to synthesize issues and make recommendations to the university community at large. These issues and recommendations will be documented in two working papers - a preliminary report (7/81) and final report (12/81).

XVIII. Title of Project: A SURVEY TO DETERMINE COGNITIVE STYLES: A POSITIVE WAY OF LOOKING AT LEARNING
College or University: Dominican College of Orangeburg
Project Coordinator: Rona Shaw

Summary: Each individual child has his/her unique way of learning, whether handicapped or non-handicapped by definitions of our society. The project proposes that an inquiry into how a teacher determines a learner's particular style would facilitate a more positive view of differences in general, and may help downplay the deficit model of differences currently in use.

XIX. Title of Project: A WORKSHOP FOR INDUSTRIAL LEADERS AND SPECIAL EDUCATION TEACHERS IN THE VOCATIONAL HIGH SCHOOL
College or University: City College of New York
Project Coordinator: Nathan Mayron

Summary: This project will provide an opportunity for vocational teachers, special education coordinators in the vocational high school and industrial leaders in the community to learn about the needs of industry and the skills to be taught to the special education student.

XX. Title of Project: INVESTIGATION OF INTERDISCIPLINARY APPROACH TO READING INSTRUCTION WITH HANDICAPPED INDIVIDUALS
College or University: State University of New York at Albany
Project Coordinator: Mary Beth Marr

Summary: Combined efforts of a special educator and a reading teacher advocator will result in a more effective and efficient approach to increasing reading skills and attention span of emotionally handicapped individuals.

APPENDIX E

CONFERENCE EVALUATION SUMMARY

CONFERENCE EVALUATION SUMMARY

	Very Helpful	Helpful	Some Help	Little Help	No Help
Sunday Evening	24	15	2	2	0
Monday All Day	14	12	5	3	0
a.m. only	9	2			
p.m. only				8	
Monday Evening	5	22	7	4	7
Tuesday Morning	13	20	9	3	0

N = 45 NOTE: Discrepancies for Sunday Evening: Not all responded
Discrepancies for Monday: Some people evaluated the a.m. and p.m. sessions separately.

SAMPLE COMMENTS FROM WORKSHOP EVALUATION FORMS

* A well-planned conference (content, presentations, facilities). I hope you are planning to call the group together next year to share successes and failures.
* A good conference. Mini grants are an excellent way to assure implementation of some of the ideas developed.
* It was helpful to have a cross section of disciplines actually attending.
* One of the best conferences ever attended . . . flexible meetings . . . in several instances group interest was met by an altered presentation.
* I thoroughly enjoyed rooming with a person in special education . . . I had never sat down and talked and worked with someone from that discipline.
* Let's keep the dialog going -- more conferences are needed.
* I look forward to receiving the conference proceedings and hearing of the results of the mini grants.
* A good opportunity to meet and discuss problems common to individuals in various areas.

APPENDIX F

SUMMARY OF THE OUTCOMES OF THE MINI-GRANT PROGRAM

Summary of the Outcomes of the Mini-Grant Program

I. Title of Project: INTERDISCIPLINARY INSERVICE TRAINING PROGRAM
College or University: Adelphi University
Project Coordinator: Ruth F. Gold
Outcomes: An occupational/vocational needs assessment for mainstreaming was conducted for 53 school districts in Nassau County. Questionnaire results were distributed to participating districts along with resource and information packets for career and vocational education. A workshop was held for districts interested in sharing ideas and concerns regarding co-operative special, occupational and vocational programs.

II. Title of Project: INTERDISCIPLINARY COOLABORATION FOR SPECIAL EDUCATION AT CORNELL: TEACHER PREPARATION IN HOME ECONOMICS AND AGRICULTURE
College or University: Cornell University
Project Coordinator: Edythe D. Conway
Outcomes: The focus of this mini-grant project was inservice for teacher education faculty in home economics and agricultural education on preparing teachers to work effectively with special education students. A needs assessment of the home economics and agriculture faculty was conducted as a planning step. Three workshops were held to address the needs identified by the survey. The first workshop focused on local resources available to assist faculty members with their special education needs. The objective of the second workshop was for faculty to gain a better understanding of the problems facing regular classroom teachers and strategies for teaching students with handicapping conditions. The final workshop explored ways the home economics and agriculture faculty could continue to work together in preparing educators to work with mainstreamed learners. In addition, two annotated bibliographies of special education resources and materials were prepared and disseminated to faculty participants.

III. Title of Project: MAINSTREAMING: THE INTEGRATION OF THE HANDICAPPED INDIVIDUALS INTO REGULAR EDUCATION SETTINGS
College or University: Herbert A. Lehman College
Project Coordinator: Sheila Offman Gersh/Brian Hurwitz
Outcomes: A full-day conference was conducted at Herbert Lehman College for the purpose of sharing and disseminating information about PL 94-142 and mainstreaming. The conference participants included professors from 8 different departments, public school administrators and teachers, paraprofessionals, guidance counselors, health specialists and parents of handicapped children. As a result of the conference, four new courses concerned with special education will be offered during the Fall, 1981 semester at Lehman College. These courses are entitled, "Biomedical Aspects of Handicapping Conditions," "Special Olympics," "The Handicapped Individual: Vocational Environments," and "Teaching Clerical Skills to Handicapped Individuals."

IV. Title of Project: CROSS TRAINING OF COUNSELORS WORKING WITH MAINSTREAMED ADOLESCENTS WITH SPECIAL NEEDS
College or University: College of Staten Island, City University of New York
Project Coordinator: Martin Cheikin
Outcomes: This project developed and field tested a cross training model for Counselor Education and Special Education Departments to train counselors to work more effectively with a mainstreamed population of adolescents with special needs. As a result, a process was initiated whereby the programs of Counselor Education and Special Education are coordinating their efforts.

V. Title of Project: A TEAM APPROACH TO EDUCATION AND HABILITATION: A MULTI MEDIA PRESENTATION
College or University: State University of New York College at Fredonia
Project Coordinator: Robert A Manzella
Outcomes: A seventeen minute slide/tape presentation was developed as a result of the project. The multimedia presentation promotes awareness of the various professional specialists who provide services to handicapped individuals. These include representatives from the medical and dental professions, psychologists, specialist educators, physical therapists, speech pathologists, audiologists and vocational rehabilitation specialists. The presentation describes the roles of each of these professionals, identifies common areas of practice and thus, increases the likelihood of cross-disciplinary co-operation.

VI. Title of Project: THREE MODULES FOR "ADMINISTRATIVE TRAINING IN THE NEEDS OF THE HANDICAPPED"
College or University: Hofstra University
Project Coordinator: Charol Shakeshaft
Outcomes: This project developed and field tested materials for professors of educational administration to use in classes to teach the critical issues surrounding the implementation of P.L. 94-142. The outcome was a module which may be used in law, personnel and building level supervision courses, incorporating existing materials and case materials of actual implementation problems.

VII. Title of Project: A SLIDE PRESENTATION TO HELP ESTABLISH LINKAGES ACROSS EDUCATIONAL DISCIPLINES FOR THE PRESERVICE TEACHER
College or University: College of New Rochelle
Project Coordinator: Sandra Gales Young
Outcomes: This project developed a slide presentation which summarizes need, barriers, and other concerns related to the establishment of linkages across educational disciplines in the preparation of preservice teachers and specialists to work with handicapped students.

VIII. Title of Project: EDUCATIONAL AND HEALTH PROFESSIONS: INTERDISCIPLINARY WORKSHOPS
College or University: New York University
Project Coordinator: Patricia Dvonch
Outcomes: An all day workshop was held to provide experiences and situations which promoted dialogue and understanding among faculty and students concerned with the education of handicapped individuals. Faculty and students represented the following programs: rehabilitation counseling, special education, curriculum and instruction, industrial arts, deafness, music therapy, art therapy, dance therapy, educational psychology and nutrition. Future interdisciplinary efforts were planned and include conducting more conferences, supporting inter-disciplinary training and encouraging community acceptance of rehabilitation counselors.

IX. Title of Project: A COMMUNICATION MODEL FOR SPECIAL EDUCATION AND COUNSELING PROGRAMS
College or University: Manhattan College
Project Coordinator: Elizabeth M. Kosky
Outcomes: This project held meetings which fostered dialogue between faculty members of Counseling and Special Education programs at Manhattan College. The outcome of these meetings was a new interdisciplinary course entitled, "Principles and Techniques for Counseling the Handicapped." The course was first offered in May-June 1981 and was

attended by students of counseling, special education, reading and administration.

X. Title of Project: A MULTI-DISCIPLINE APPROACH TO PREPARE SCHOOL ADMINISTRATORS FOR THE SPECIAL, VOCATIONAL, AND OCCUPATIONAL NEEDS OF HANDICAPPED STUDENTS
College or University: SUNY, New Paltz
Project Coordinator: Joseph Trippi
Outcomes: This project provided trainees in the advanced (CAS) school administrators program with information about the occupational/vocational training needs of handicapped pupils.

XI. Title of Project: TRAINING PACKETS ON HANDICAPPED CONDITIONS FOR INTERDISCIPLINARY TEACHER EDUCATION
College or University: SUNY College at Plattsburgh
Project Coordinator: Sarah Stephens
Outcomes: Training and information packets on handicapping conditions were designed and disseminated to the faculty members in the Department of Education and Home Economics Education. A training and information package was developed for each of the following handicapping conditions: the academic and economic disadvantaged, the learning impaired, the visually impaired, the mentally handicapped, health impaired, the orthopedically impaired, the learning disabled and limited-english proficiency students.

XII. Title of Project: RAISING THE CONSCIOUSNESS OF FACULTY MEMBERS WHO ARE PREPARING OUR FUTURE TEACHERS
College or University: Skidmore College
Project Coordinator: Karen N. Haskell
Outcomes: The project initiated an effort among the Skidmore Education faculty in developing an awareness of the needs of the handicapped in regard to their background, learning styles, and instructional alternatives that must now become part of their teaching preparation program. A one-half day workshop was held and a professional library on handicapping conditions was begun.

XIII. Title of Project: VOCATIONAL EDUCATION/SPECIAL EDUCATION ADMINISTRATOR TRAINING MATERIALS DEVELOPMENT
College or University: Syracuse University
Project Coordinator: Daniel D. Sage
Outcomes: This mini-grant supported the development and pilot testing of a module to supplement and adapt the existing Special Education Administrative Training Simulator, to provide a vehicle for orienting practicing Vocational Education administrators to current issues in serving handicapped students. The resulting module can be used for inservice workshops and as a supplement to training for regular and special education administrators.

XIV. Title of Project: THE HANDICAPPED STUDENT AND POSTSECONDARY INSTRUCTIONAL PROGRAMMING
College or University: Russell Sage College
Project Coordinator: Dr. Mary K. Garrett
Outcomes: A voluntary workshop for faculty and administrators was conducted in which the rights of handicapped college students were reviewed and the instructional modifications that will help them maximize their potential was discussed. Faculty members from the following departments attended the workshop: special education, reading,

physical therapy, physical education, nursing, education and chemistry.

XV. Title of Project: FACULTY EXCHANGE: TRANSDISCIPLINARY COLLABORATION
College or University: Hunter College - City University of New York
Project Coordinator: Catherine Garnett
Outcomes: This project promoted interdepartmental communication which resulted in the planning of interdisciplinary training activities. Faculty representing four graduate programs, Special Education, Guidance and Counseling, Rehabilitation Counseling and College Student Development, met to explore, plan and implement ways in which content from each discipline can be exchanged, through guest lectures or materials development. The future involvement of other graduate programs in this approach was explored.

XVI. Title of Project: PROFESSIONAL FITNESS AMONG SPECIAL NEEDS PERSONNEL: BURN-OUT PREVENTION AND REHABILITATION
College or University: State University College at Buffalo
Project Coordinator: Warren Gleckel
Outcomes: This project lead to the development of a preservice module to assist all prospective educators who will be working with special needs students to remain vibrant, enthusiastic and proactive in their teaching. The training module provides teachers with individual and systematic suggestions for preventing the frequently mentioned and equally dreaded "burn-out syndrome" believed to accompany the teaching of students with special needs.

XVII. Title of Project: PROFESSIONAL SEMINARS FOR THE ADVANCED UNDERSTANDING OF THE NEEDS OF HANDICAPPED PERSONS
College or University: St. John's University
Project Coordinator: Corrine A. McGuigan
Outcomes: The mini-grant sponsored a professional conjoint for the advanced understanding of the needs of handicapped persons as examined by an interdisciplinary team. The team consisted of a department representative and one stipend graduate assistant elected by said department. The professional conjoint met in three professional seminars and three working sessions to synthesize issues and make recommendations to the university community at large.

XVIII. Title of Project: A SURVEY TO DETERMINE COGNITIVE STYLES: A POSITIVE WAY OF LOOKING AT LEARNING
College or University: Dominican College of Orangeburg
Project Coordinator: Rona Shaw
Outcomes: Each individual child has his/her unique way of learning, whether handicapped or non-handicapped by definitions of our society. The project supported an inquiry into how a teacher determines a learner's particular style. This approach facilitates a more positive view of differences in general, and helps to downplay the deficit model of differences currently in use.

XIX. Title of Project: A WORKSHOP FOR INDUSTRIAL LEADERS AND SPECIAL EDUCATION TEACHERS IN THE VOCATIONAL HIGH SCHOOL
College or University: City College of New York
Project Coordinator: Nathan Mayron
Outcomes: This project provided an opportunity for vocational teachers, special education coordinators in the vocational high school and industrial leaders in the community to learn about the needs of industry and the skills to be taught to the special education student. A dinner meeting was

held to promote communication and was attended by vocational educators, special educators, industrial leaders, administrators counselors and agency officials.

XX. Title of Project: INVESTIGATION OF INTERDISCIPLINARY APPROACH TO READING INSTRUCTION WITH HANDICAPPED INDIVIDUALS
College or University: State University of New York at Albany
Project Coordinator: Mary Beth Marr
Outcomes: This project investigated the relative effectiveness of using the Language Experience Approach (LEA) to the teaching of reading with emotionally handicapped adolescents. Project participants were from the departments of special education and reading. The LEA strategy of teaching reading appeared to be an effective technique for the two students involved in the study.

The outcomes of projects II, III, VIII, IX, XIII and XVI will be further disseminated to all conferees, state colleges and universities and national organizations involved in the education of individuals with handicapping conditions.